

**Indiana's  
Early Intervention  
Personnel  
Guide**

**June 2002**

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## Table of Contents

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<b>Overview.....</b>	<b>3</b>
<b>Early Intervention Services.....</b>	<b>3</b>
<b>Early Intervention Roles.....</b>	<b>4</b>
<b>Enrolled Providers Must Meet Established Criteria.....</b>	<b>5</b>
<b>Table 1: Entry Level Qualifications for Early Intervention Personnel.....</b>	<b>6</b>
<b>Annual Update.....</b>	<b>11</b>
<b>Credentialing Process</b>	
Personnel Credentialing Process.....	11
Provider Update & Attestation Statement.....	12
Competency Areas for Direct Service Providers.....	13
Portfolio Activities and Credit Points.....	14
Other Proposed Tasks.....	15
Current Summary of Activity for Direct Service Providers.....	16
Current Summary of Activity for Service Coordinators.....	17
Continual Professional Development for Associates and Specialists .....	18
 <b>Provider Forms</b> located on the First Steps or eikids web page.	
Provider Enrollment Inquiry Form	
Provider Agreements	
Provider Enrollment Update Form	
 <b>First Steps Web address:</b> <a href="http://www.state.in.us/fssa/first_step/index.html">www.state.in.us/fssa/first_step/index.html</a>	
 <b>Online Matrix:</b> <a href="http://www.eikids.com/matrix/default.asp">www.eikids.com/matrix/default.asp</a>	
 <b>Early Childhood Training Calendar:</b> <a href="http://129.79.180.15/calendar/date.lasso">http://129.79.180.15/calendar/date.lasso</a>	

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## Overview

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Each state participating in Part C of the Individuals with Disabilities Education Act (IDEA) must establish qualifications to assure that persons providing early intervention services are adequately prepared and trained as defined in 34 CFR 303.361. Indiana's personnel standards are based on the belief that the needs of the state will best be met by a balance between high standards and the flexibility of individual providers to engage in personally meaningful professional development activities. The standards therefore are intended to be flexible and inclusive, rather than exclusive, with high standards being supported by training.

The term "early intervention" refers to required services provided to eligible infants and toddlers with special needs and their families through the First Steps Early Intervention System. These requirements apply to all individuals enrolled and reimbursed as providers of any early intervention service through the First Steps Early Intervention System. Persons providing the following services as delineated in each child's Individualized Family Service Plan must meet the early intervention personnel standards:

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### Early Intervention Services

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Individualized Early Intervention Services are services determined through the evaluation and assessment process designed to meet the developmental needs of each eligible child and the needs of the family related to enhancing the child's development. Individualized services, as defined in 34 CFR 303.12(d), include the following:

1. Audiology Services
2. Developmental Therapy (Special Instruction)
3. Specialized Individual and Family Counseling/Psychological Services
4. Health Services
5. Medical Services (Diagnostic/Evaluative Purposes Only)
6. Nursing Services
7. Nutrition Services
8. Occupational Therapy
9. Physical Therapy
10. Psychological Services
11. Social Work Services
12. Speech/Language Pathology
13. Vision Services
14. Assistive Technology/Services
15. Service Coordination
16. Transportation
17. Other Early Intervention Services

The first (13) thirteen services on this list require a degree specific to the discipline. See Table 1 beginning on page (6) for additional requirements.

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## Early Intervention Roles

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It is imperative that individuals with a variety of educational and experiential backgrounds be utilized to provide early intervention services. Early Intervention Service Providers and Service Coordinators can best be described utilizing three distinct roles:

### Early Intervention Support

Persons who provide support services such as transportation and interpreter services, but are not directly involved in the implementation of early intervention services.

### Early Intervention Associate

Persons possessing a high school diploma or GED with formal specialized training beyond the secondary level. Individuals must meet the requirements of their discipline (as described in Table 1) to provide services as an associate. Associates assist in the design and provision of direct services to children and families under the direct supervision of an early intervention specialist from the area/discipline in which they are providing services (as described in Table 1).

Early Intervention Associates include Developmental Therapy Associates, Nurses (Licensed Practical Nurses), Occupational Therapy Assistants, Physical Therapy Assistants, Speech Pathology/Audiology Aides, and Service Coordinator Associates.

### Early Intervention Specialist

Persons who meet entry level requirements for a specialization in their discipline as defined in Table 1. Specialists design and implement early intervention services and may supervise early intervention associates within the area/discipline of their credential.

Specialists practicing in the First Steps Early Intervention System include Audiologists, Developmental Therapy Specialists, Family Nurse Practitioners, Marriage and Family Therapists, Nurses (Registered Nurses), Nutritionists, Occupational Therapists, Orientation/Mobility Specialists, Pediatric Nurse Practitioners, Physicians, Physical Therapists, Psychologists, School Psychologists, Service Coordinators, Social Workers, Speech/Language Pathologists and Vision Specialists.

**Note: Intake Service Coordinators must meet the Service Coordinator Specialist level requirements including credentialing. However they do not enroll with the Central Reimbursement Office (CRO).**

**THERE WILL BE NO WAIVERS OF THE PERSONNEL STANDARDS SET IN THIS DOCUMENT EXCEPT AS REQUIRED UNDER CFR 303.361(g).**

Providers who feel that their professional training should be considered as appropriate to provide early intervention services should forward that information to:

First Steps Early Intervention System  
Bureau of Child Development  
402 West Washington Street, Room W386  
Indianapolis, IN 46204-7083

<p><b><i>This document is final and will be implemented May 1, 2002</i></b> <b><i>All new enrollees and enrolled providers changing payee status must meet the new standards.</i></b></p>
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## Enrolled Providers Must Meet Established Criteria

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Personnel standards for early intervention providers are divided into three criteria:

1) An individual must meet minimum entry standards for the role of specialist, associate, or support staff in their discipline. This means that they have completed required academic training and meet state approved or recognized certification, licensing, registration, or other comparable requirements for their discipline. See Table 1 of this document for discipline specific requirements. Documentation of minimum qualifications must be submitted as part of provider enrollment, as well as proof of liability insurance and a criminal history background check conducted within the past 12 months.

2) All persons providing early intervention services must complete additional training as required for their role in the early intervention system. Support persons may be required to complete and pass supplemental training related to infants and toddlers with disabilities such as CPR instruction.

Associates and specialists providing early intervention services are required to attend an annual Statewide Provider Forum annually and to obtain an Early Intervention Credential within two years of enrollment with the Central Reimbursement Office (CRO). Service Coordinators and Service Coordinator Associates are not required to attend the Statewide Provider Forum, however must attend 4 regional Service Coordinator meetings annually and complete Service Coordination level 2 training in the first year of enrollment. This credential assures families that each enrolled provider has met additional qualifications related specifically to the provision of pediatric services within the framework of the First Steps Early Intervention System.

As part of the credentialing process all associate and specialist personnel are required to document credit points earned through portfolio activities. These credit points are earned in competency areas that represent bodies of knowledge and/or skills that are considered critical to the implementation of quality early intervention services across all disciplines. Please refer to the Early Intervention Credentialing Process of this guide.

Registration for First Steps Orientation and the Statewide Provider Forum is coordinated through the Unified Training System (UTS). You may access UTS through the link on the First Steps web page, [www.state.in.us/fssa/first\\_step/index.html](http://www.state.in.us/fssa/first_step/index.html), or by going directly to the Early Childhood Training Calendar, Early Childhood Training Calendar: <http://129.79.180.15/calendar/date.lasso>.

After initial credentialing, all enrolled associate and specialist level providers must document in their personnel file a minimum of three credit points each year of portfolio activities related to continual professional development in the competency areas. See Attachment A on page 18 for a sample form to document these activities. Supporting documentation of a provider's Current Summary of Activity must be submitted to the credentialing contractor annually, as well as maintained in a personnel file.

- 3) Direct Supervision for Developmental Therapists and Service Coordinators must include at a minimum:
1. Monthly face to face meetings with supervisor to review clinical notes
  2. Supervisor's original signature on each page of clinical plans and billing forms

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**Table 1: Entry Level Qualifications for Early Intervention Personnel**

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**Audiologist:** Licensed through the Indiana Speech-Language Pathology and Audiology board as set forth in IC 25-35.6 and further defined in 880 IC 1-1; or those in the Clinical Fellowship Year (CFY) working toward licensure under the supervision of a licensed Audiologist who must submit the name, address and copy of license of supervisor at time of enrollment. Certificate of completion for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment. Attendance at a Statewide Provider Forum is required annually. Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

**Audiologist Aide:** Meets the minimum qualifications which the Indiana Speech Language Pathology board establishes for Audiology aides. Must work under the direct supervision of an enrolled licensed audiologist as referenced in IC 25-36.6 and 880 IAC 1-1 and submit the name, address, and a copy of the license of their supervisor at the time of enrollment. Certificate of completion for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment. Attendance at a Statewide Provider Forum is required annually. Must credential at the associate level within 2 years of enrollment and complete Continual Professional Development annually.

**Developmental Therapy Specialist:** Baccalaureate and/or Masters and/or Doctorate degree in special education, deaf education, elementary education, early childhood education, child development or a related field with a special education teaching license and with 12 months of supervised early intervention experience. Certified Child Life Specialists and Registered Nurses with 12 months of supervised early intervention experience may also provide developmental therapy at the specialist level. Individuals who meet the degree requirements but lack early childhood experience may enroll at the specialist level but must work for 12 months under the direct supervision of an enrolled credentialed developmental therapy specialist (see page 5, number 3) and submit name and address of supervisor at time of enrollment. Certificate of completion for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment. Attendance at a Statewide Provider Forum is required annually. Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

**Developmental Therapy Associate:** High School diploma or GED and Associate degree in child development, early childhood education or the completion of equivalent field-based training (i.e. Child Development Associate and /or Healthy Families Training). Licensed Practical Nurses may also enroll as a Developmental Therapy Associate. Individuals enrolling at this level must work under the direct supervision of an enrolled credentialed developmental therapy specialist (see page 5, number 3) and submit name and address of supervisor at time of enrollment. Certificate of completion for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment. Attendance at a Statewide Provider Forum is required annually. Must credential at the associate level within 2 years of enrollment and complete Continual Professional Development annually.

**Marriage and Family Therapist:** Specialized individual and family counseling related to the child's disability may be provided by a Certified Marriage and Family Therapist (CMFT) certified under IC 25-23.6 and 839 IAC 1. Supervision, as used in IC 25-23.6.8 and 839 IAC 1, means face to face contact between the supervisor and the supervisee for the purpose of assisting the supervisee in the process of learning the skills of marriage and family therapy practice. Certificate of completion for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment. Attendance at a Statewide Provider Forum is required annually. Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

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**Table 1 Continued**

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**Nurse (Registered):** Licensed as a Registered Nurse by the Indiana Nursing Board. Certificate of completion for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment. Attendance at a Statewide Provider Forum is required annually. Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

**Nurse Practitioner (Certified Pediatric Nurse Practitioner & Certified Family Nurse Practitioner):** Licensed as a Registered Nurse by the Indiana Nursing Board and nationally certified as a Pediatric Nurse Practitioner or Family Nurse Practitioner. Certificate of completion for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment. Attendance at a Statewide Provider Forum is required annually. Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

**Nurse (Licensed Practical Nurse):** Licensed as a Licensed Practical Nurse by the Indiana Nursing Board. Must work under the direct supervision of a credentialed registered nurse and submit the name, address, and a copy of the license of their supervisor at the time of enrollment. Certificate of completion for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment. Attendance at a Statewide Provider Forum is required annually. Must credential at the associate level within 2 years of enrollment and complete Continual Professional Development annually.

**Nutritionist:** Certified as a Registered Dietitian by the Indiana Certification Dietitians Board. Certificate of completion for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment. Attendance at a Statewide Provider Forum is required annually. Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

**Occupational Therapist:** Registered with the American Occupational Therapy Association and certified by the Medical Licensing Board of Indiana as an Occupational Therapist; or those with a temporary license working under the supervision of a licensed Occupational Therapist who must submit the name, address and copy of license of supervisor at time of enrollment. Certificate of completion for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment. Attendance at a Statewide Provider Forum is required annually. Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

**Occupational Therapy Assistant:** Registered with the American Occupational Therapy Association and certified by the Medical Licensing Board of Indiana as an Occupational Therapy Assistant by the Indiana Occupational Therapy Committee. Must work under the direct supervision of an enrolled Occupational Therapist as referenced in IC 25-23.5.5 and 844 IAC 10-5.5, and submit the name, address, and a copy of the license of their supervisor at the time of enrollment. Certificate of completion for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment. Attendance at a Statewide Provider Forum is required annually. Must credential at the associate level within 2 years of enrollment and complete Continual Professional Development annually.

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## Table 1 Continued

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**Orientation/Mobility Specialists:** Certification as an Orientation/Mobility Specialist from the Association for Education and Rehabilitation of the Blind and Visually Impaired. Certificate of completion required for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment. Attendance at a Statewide Provider Forum is required annually. Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

**Physical Therapist:** Registered with the American Physical Therapy Association and licensed by the Medical Licensing Board of Indiana as a physical therapist; or those with a temporary license working under the supervision of a licensed Physical Therapist who must submit the name, address and copy of license of supervisor at time of enrollment. Certificate of completion for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment. Attendance at a Statewide Provider Forum is required annually. Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

**Physical Therapy Assistant:** Registered with the American Physical Therapy Association and licensed by the Medical Licensing Board of Indiana as a Physical Therapy Assistant. Must work under the direct supervision of an enrolled licensed Physical Therapist as referenced in IC 25-27-1 and 844 IAC 6 and submit the name, address, and a copy of the license of their supervisor at the time of enrollment. Certificate of completion for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment. Attendance at a Statewide Provider Forum is required annually. Must credential at the associate level within 2 years of enrollment and complete Continual Professional Development annually.

**Physician:** Licensed by the Indiana Medical Licensing Board as a Doctor of Medicine or Osteopathic Physician. Certificate of completion for physician's orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment.

**Psychologist:** Specialized individual and family counseling or psychological treatment which includes psychological counseling with the child and/or family, centering on the child's special needs, must be provided by a psychologist certified by the Indiana State Board of Examiners in Psychology; or a school psychologist who holds a valid license issued by the professional standards board under IC 20-1-1.4-2 or endorsement under IC 20-1-1.9 practicing within the scope of the school psychologist's license or endorsement. Certificate of completion for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment. Attendance at a Statewide Provider Forum is required annually. Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

**Service Coordinator Specialist:** Baccalaureate degree in one of the thirteen service disciplines (see page 3) with 12 months of case management or early intervention experience.; or a Baccalaureate degree with a minimum of 30 academic credit hours in child/family training with 12 **months** of supervised case management or early intervention experience. Certificate of completion for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment.

Individuals who meet the degree requirement but have not practiced as a service coordinator/case manager must work for 12 months under the direct supervision of an enrolled credentialed service coordinator(see page 5, number 3).



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## Table 1 Continued

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In addition, a certificate of completion for the first two days of Level One Early Intervention Service Coordination training through the UTS must be submitted at the time of enrollment. The final two days of Level One Service Coordination training must be completed within sixty days of enrollment. Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually. Please note: Service Coordinators have specific activities that must be completed as a part of their portfolio activities for the Early Intervention Specialist Credential. Mandatory state trainings will also be required including attendance at quarterly regional service/intake coordinator meetings. Level 2 service coordination training must be completed no sooner than 6 months but no later than 12 months, after Level I Service Coordination training.

Intake Service Coordinators must meet the Service Coordinator Specialist requirements within one month of being hired. Although Intake Coordinators do not enroll, they must credential at the specialist level within 2 years of date of hire and complete Continual Professional Development annually. Please note: Intake Coordinators have specific activities that must be completed as a part of their portfolio activities for the Early Intervention Specialist Credential. Mandatory state trainings will also be required including attendance at quarterly regional service/intake coordinator meetings, level 2 service coordination training and any training specific to System Point of Entry (SPOE) activities.

**Service Coordinator Associate:** High School Diploma or GED and:

- Associate degree/equivalent training (e.g. Child Development Associate and/or Healthy Families Training) in one of the thirteen service disciplines (see page 3); or an Associate degree with a minimum of 15 academic credit hours in child/family training.  
or
- An immediate (parent/sibling) family member of a child with special needs with a certificate of completion from the Parent Liaison/Regional Parent Representative (RPR) Training.  
or
- A community member of an underserved population with a certificate of completion from either the Parent Liaison or Regional Parent Representative (RPR) Training.

Each of the three options require a certificate of completion for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) that must be submitted at the time of enrollment. The second and third option will be required to provide documentation that supports their qualifications under those options. In addition, a certificate of completion for the first two days of Level One Early Intervention Service Coordination must be submitted at the time of enrollment. The final two days of Level One Service Coordination training must be completed within sixty days of enrollment. Level 2 service coordination training must be completed no sooner than 6 months but no later than 12 months, after Level I Service Coordination training.

Must work under the direct supervision of an enrolled credentialed Service Coordinator Specialist (see page 5, number 3) and submit name and address of supervisor at time of enrollment. Must credential at the associate level within 2 years of enrollment and complete Continual Professional Development annually.

Please note: Service Coordinator Associates have specific activities that must be completed as a part of their portfolio activities for the Early Intervention Associate Credential. Mandatory state trainings will also be required including attendance at 4 regional service/intake coordinator meetings annually.

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**Table 1 Continued**

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**Social Worker:** Social work services, which include clinical interventions such as individual/family counseling or group therapy must be provided by a licensed clinical social worker (LCSW) licensed under IC 25-23.6, or a (MSW) level social worker working toward licensure who must submit the name, address and copy of license of supervisor at time of enrollment. Certificate of completion for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment. Attendance at a Statewide Provider Forum is required annually. Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

**Speech Pathologist:** Licensed as a Speech Pathologist by the Indiana Speech Pathology and Audiology Board; or those in the Clinical Fellowship Year (CFY) working toward licensure under the supervision of a licensed Speech Pathologist who must submit the name, address and copy of license of supervisor at time of enrollment. Certificate of completion for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment. Attendance at a Statewide Provider Forum is required annually. Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

**Speech Pathologist Aide:** Must have a letter of accreditation from the Indiana Speech-Language Pathology and Audiology Board and work under the direct supervision of a licensed Speech Pathologist who has been approved by the board to supervise and aide as proved by IC 25-35.6. Must work under the direct supervision of an enrolled credentialed Speech Pathology Specialist, and submit the name, address, and copy of license of their supervisor at the time of enrollment. More detail regarding the development of a supervisory plan, documentation, and required activities is found in 880 IAC 1-2-4, Speech-Language Pathology and Audiology Board. Certificate of completion for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment. Attendance at a Statewide Provider Forum is required annually. Must credential at the associate level within 2 years of enrollment and complete Continual Professional Development annually.

**Transportation Provider:** Documentation of a valid Indiana driver's license, proof of insurance, and vehicle registration is required for all parents providing transportation.

**Vision Specialist:** Vision services shall be conducted by personnel who meet state approved or recognized certification, licensing, registration, or other comparable requirements for the discipline. Certificate of completion for orientation to the First Steps Early Intervention System through the Unified Training System (UTS) must be submitted at the time of enrollment. Attendance at a Statewide Provider Forum is required annually. Must credential at the specialist level within 2 years of enrollment and complete Continual Professional Development annually.

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### Provider Annual Update Checklist (First Year of Enrollment)

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- ☐ Provider Update and Attestation Statement
- ☐ copy of License (if applicable)

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### Early Intervention Personnel Credentialing Process

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Early intervention specialists and associates as listed in the personnel guide, table 1, must obtain an early intervention credential within two years of enrollment with the Early Intervention enrollment contractor.

**Annually, providers must submit certification of a criminal history check conducted within the year, current insurance information, and copy of a current licensure (if applicable) with submission of Provider Update and Attestation Statement.**

A provider may apply for their early intervention credential once the following has been completed:

- 15 points for an Early Intervention Specialist
- or 10 points for an Early Intervention Associate

You will receive either an Early Intervention Credential that matches your request, or a letter requesting clarification or additional documentation.

**Please note:** Although you may only **enroll** as either a service provider or a service coordinator, you may apply simultaneously for a **credential** in any discipline for which you qualify. Please use a separate cover sheet and a current summary of activity sheet for each credential request.

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### Credentialing Process Checklist

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- ☐ the completed Provider Update and Attestation Statement,
- ☐ a copy of License (if applicable)
- ☐ a copy of your current summary of activity which documents your 10 or 15 points.

**Do not submit this packet until you have completed the credentialing requirements. Except for a copy of your current license, please do not submit supporting documentation at time of credential/re-credential. The Division of Family and Children has begun random audits. If you are audited, you will receive a letter informing you of the procedures for the audit. Only submit supporting documentation to your credential if you are audited or if otherwise requested by the Division. Please keep all of your Continuing Education records, and other required documents for 5 years.**

## Provider Update and Attestation Statement

Name: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_ E-mail address: \_\_\_\_\_

- ☐ I am applying as an:
- ☐ Early Intervention Associate  
☐ Early Intervention Specialist

**I am applying for a credential in the following area/discipline:**

- |   |   |
|---|---|
| <input type="checkbox"/> Audiology                        | <input type="checkbox"/> Physical Therapy               |
| <input type="checkbox"/> Developmental Therapy            | <input type="checkbox"/> Psychology                     |
| <input type="checkbox"/> Individual and Family Counseling | <input type="checkbox"/> Service Coordination           |
| <input type="checkbox"/> Medical                          | <input type="checkbox"/> Social Work                    |
| <input type="checkbox"/> Nursing                          | <input type="checkbox"/> Speech Language Pathology      |
| <input type="checkbox"/> Nutrition                        | <input type="checkbox"/> Vision Services                |
| <input type="checkbox"/> Occupational Therapy             | <input type="checkbox"/> Other (Please identify): _____ |

- ☐ I am completing my annual update

**Providers:** Date of Provider Forum attended: \_\_\_\_\_

**Service Coordinators:** Date of Service Coordinator Regional Meetings Attended: \_\_\_\_\_

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**License #:** \_\_\_\_\_ **Expiration date:** \_\_\_\_\_

### Insurance Information

**Insurance Agency:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Policy #:** \_\_\_\_\_ **Expiration date:** \_\_\_\_\_

**Date of Current Criminal History\*:** \_\_\_\_\_

- If a violation is noted on the criminal history report, the report must be submitted with the application packet to the provider enrollment agency.

I hereby swear or affirm under the penalties of disenrollment that I understand and have met the continuing education requirements for renewal and have answered the questions true to the best of my knowledge.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Submit to:**

**CRO Provider Enrollment  
PDA Software Services Inc.  
P.O. Box 29134  
Shawnee Mission, KS 66201-9134**

Do not submit this packet until you have completed the credentialing requirements. Except for a copy of your current license, please do not submit supporting documentation at time of credential/re-credential. The Division of Family and Children has begun random audits. If you are audited, you will receive a letter informing you of the procedures for the audit. Only submit supporting documentation to your credential if you are audited or if otherwise requested by the Division. Please keep all of your Continuing Education records, and other required documents for 5 years.

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## Competency Areas for Direct Service Providers

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The following competency areas represent bodies of knowledge and/or skills considered critical across all early intervention disciplines:

**Foundations of Early Intervention:** Information and experience that promote understanding about the history of early intervention, underlying philosophies of early intervention including family-centered practices, Individualized Family Service Plans, team process skills, and early intervention service coordination.

All providers should demonstrate a basic understanding of Indiana's First Steps Early Intervention System including their role in upholding the procedural safeguards assured to each participating family.

**Infant and Toddler Typical and Atypical Development:** Information and experience that promote an understanding of typical and atypical physical, cognitive, social/emotional and communication development of infants and toddlers.

**Infant/Toddler and Family Assessments:** Information and experience that promote an understanding of the techniques and procedures for family-centered infant and toddler evaluation and assessment. Also includes activities that promote an understanding of the process by which families may be supported to identify their strengths, concerns and priorities.

**Early Intervention Service Delivery Strategies:** Activities that promote familiarity with research, current trends, and best practices related to the provision of discipline specific early intervention services to young children with special needs.

**Family Partnership and Support Strategies:** Activities that promote an understanding and recognition of the family as the major long-term influence in a child's life, and support strategies for families acknowledging their diversity and individual hopes and plans for their child.

**Team Relationship Skills:** Activities that promote positive team communication in a manner that ensures an unduplicated, family-centered, comprehensive, coordinated, community-based system of services

**Indiana's early intervention program updates:** Attendance at a Statewide Provider Forum is required for must be documented on an annual basis. Service Coordinators are required to attend quarterly Service Coordinator meetings in lieu of the annual provider meeting.

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## Current Summary of Activity

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Documentation of training and skill development in competency areas is done through a Current Summary of Activity sheet which documents where a provider assigns credit points earned to each of the competency areas. Although flexibility is provided to tailor learning experiences that are critical to the professional growth of each individual provider, a minimum of one credit point must be earned and documented in each competency areas as well as attendance annually at a Statewide Provider Meeting, which is equivalent to .6 points. Service Coordinators must earn points through attendance at mandatory Service Coordinator meetings held quarterly.

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## Portfolio Activities and Credit Points

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The **Current Summary of Activity** form is completed using a portfolio approach for documenting training and skill development. The following portfolio activities may be used to earn credit points:

Activity	Credit Point Equivalent	Maximum Points
Experience Birth-Three	1 Year = 1 Point	5
Inservice Activities	10 Contact Hours = 1 Point 1 Contact Hour = .10 Points	5
Academic Coursework	1 Academic Credit = 1 Point	Unlimited points for coursework completed less than 10 year prior to application date, or 5 points for coursework 10 years or older.
Other Proposed Tasks	1 Task = 1 Point	5

**Experience** must be directly related to the provision of early intervention services for children birth to three. One year of experience may be counted for each calendar year that an individual works providing early intervention services. Service Coordinators and Service Providers may also count relevant experience as a family member of a child with special needs or a community member of an underserved population.

**Inservice credits** may be earned through attendance at conferences, workshops, seminars, and other similar activities sponsored by each county's First Steps/Step Ahead Council, Indiana's Unified Training System, national, state, and local professional organizations and other training entities. The relationship of the inservice training to early intervention competency areas should be documented through written training goals and learning objectives. Personnel may document **only those activities occurring within the last ten (10) years** which were directly related to their individual professional development related to the competency areas. **Training offered within an employing agency that focuses only on agency issues may not be used for credit points.**

**Academic coursework** must be earned through formal study at an accredited post-secondary institution. Course descriptions and syllabi should reflect a cohesive body of knowledge related to one or more of the early intervention competency areas. Instructional activities must provide the equivalent of at least ten contact hours per unit of academic credit offered. A five-point maximum applies to coursework completed ten (10) years prior to the date of submission of the credentialing application. Unlimited points utilized for coursework completed less than 10 years from date of submission of the credentialing application.

**Other Proposed Tasks** include activities specific to early intervention and children, birth to three years, such as: independent study, research, conference presentations and teaching activities, development of professional products, submission of articles to professional journals and other special projects leading to increased professionalism.

**Supporting documentation adequate to verify the activity must be kept on file with the provider for a period of 5 years.**

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## Supporting Documentation

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**Experience:** A resume must be kept on file with the provider outlining experience pertaining to the birth to three, early intervention population in the field in which the provider is credentialing.

**Inservice Credits:** Certificate of attendance or agenda outlining topics relating to early intervention and the birth to three population in which the provider is credentialing.

**Academic Coursework:** A copy of the providers transcripts.

**Other Proposed Task:** Documentation must include a detailed task description and supporting documentation. Include the date, persons involved, and activities. Keep copies of supporting documentation such as agendas, written article, summary of activity... (Reminder: Each proposed task counts for one credit point with a maximum of 5 points earned in Other Proposed Tasks) Other proposed tasks might include: independent study, research, conference presentations and teaching activities, development of professional products, submission of articles to professional journals and other special projects leading to increased professionalization.

All activities to be included as an Other Proposed Task must be specific to early intervention and children birth to three.

**Do not submit this packet until you have completed the credentialing requirements. Except for a copy of your current license, please do not submit supporting documentation at time of credential/re-credential. The Division of Family and Children has begun random audits. If you are audited, you will receive a letter informing you of the procedures for the audit. Only submit supporting documentation to your credential if you are audited or if otherwise requested by the Division. Please keep all of your Continuing Education records , and other required documents for 5 years.**

## Current Summary of Activity for Direct Service Providers

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Associates and specialists providing early intervention services in Indiana are required to obtain an Early Intervention Credential **within two years** of enrollment with the Central Reimbursement Office. To earn an early intervention credential, a minimum of one point must be earned in **each** competency area, with the exception of the provider forum which must total .6 points for each year. The total points must equal **10 points for an Early Intervention Associate** , or **15 points for an Early Intervention Specialist**.

	Date	Activity (Name of conference, course, task or experience)	Brief Description	Apply the appropriate point value to the corresponding competency						Total Pts.
				Foundation	Development	Assessments	Family Partnership	Team Relations	State Prov. Meeting	
Experience										
Inservice										
		Provider Meeting	<b>*Statewide Provider Meeting</b>							
		Provider Meeting	<b>*Statewide Provider Meeting</b>							
Education										
Other										
<b>Total Points</b>										



## Current Summary of Activity for Early Intervention Service Coordinators

A minimum of one point must be earned in each of the following competency areas with a total of 10 points for an Early Intervention Associate and 15 points for an Early Intervention Specialist to earn an early intervention service coordination credential.

### Competency Areas for Service Coordination

- I. Knowledge of community resources including the ability to obtain information based upon individual family need.
- II. Knowledge and understanding of the principles and practices of family centered care.
- III. Ability to communicate in written and oral manner.
- IV. Knowledge of early intervention assessment/evaluation instruments that are designed to assess family needs, resources, priorities and concerns.
- V. Knowledge of Indiana's due process and procedural safeguards, regulations, policies and practices regarding infants and toddlers eligible for Early Intervention.
- VI. Knowledge of Part B regulations.
- VII. Knowledge of transition including but not limited to the transition from Part C to other services when eligibility for Part C terminates.
- VIII. Knowledge of financial resources available for individuals participating in the Part C program.
- IX. \*Attendance at Regional Service Coordinator Meetings.

	Date	Activity (Name of conference, course, task or position)	Brief Description	Total Points									Total Pts.
				I	II	III	IV	V	VI	VII	VIII	IX	
Experience													
Meetings*			State SC Meeting										
			State SC Meeting										
			State SC Meeting										
			State SC Meeting										
			State SC Meeting										
			State SC Meeting										
			State SC Meeting										
			State SC Meeting										
Inservice													
Academic Credit													
Other													

Total Points									
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## Continual Professional Development Associates and Specialists

Name: \_\_\_\_\_

Credential date: \_\_\_\_\_ to \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Fax: \_\_\_\_\_

All **associate** and **specialist** level enrolled **or** credentialed providers must document a minimum of three credit points each year of portfolio activities related to professional development in the competency areas. There are no required minimum or maximum amounts in each area.

### Early Intervention Competencies

Date	Activity	State Meetings (Regional SC or Provider Forum)	Foundations of Early Intervention	Infant and Toddler Typical and Atypical Development	Infant/Toddler Family Assessments	Early Intervention Service Delivery Strategies	Family Partnership & Support Strategies	Team Relationship Skills

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